Summary of Guidance on Transition

This document summarises the guidance on transition for children with SEND, that the LA have sent out to schools and educational settings in Enfield. Our Voice were pleased to give input to the Local Authority, along with SENDIASS on concerns and issues from a parent’s perspective.

# Definition of Transition

For the purpose of this document transition has two meanings:

1. Moving back into school following the COVID 19 pandemic lockdown.
2. The transfer of children and young people from one setting or educational phase to another. This type of transition concerns:
* age related transfers where year groups are in the process of moving across educational thresholds and, often to new settings
* the transfer of individual children or young people from one setting to another due to personal circumstances (also known as in year transfers).

# Key principles of effective transition

Effective transitions are supported by:

* Advance planning and preparation
* Careful selection of groupings must take account of the needs of pupils with SEN.
* Ensure there are adequate resources available with perhaps, flexibility in staffing, rotas etc.
* Identify the pupils who will need a more enhanced and individualised transition plan.
* Effective communication
* Work with parents / carers to enable them to support their child(ren) and prepare them for a successful return to school.
* Communicate with pupils in a mode which they can access
* Consideration of relationships

**Build relationships and reconnections with key adults:**

For some children and young people, it may be beneficial to assign a specific staff member to support their transition. Ensure that staff who are supporting the most vulnerable children and young people in school are emotionally stable and resilient.

# A ‘Recovery Curriculum:

*“The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss*

Suggested guidance for a start(these are the key ones from the guidance)

* Although there will be some learning lost, do not get straight into formal work/assessment.
* Think about activities that build on relationships, feeling safe, repetition of routines and structures.
* There should be a gradual approach to reintroducing academic demands. Children and young people have to be emotionally ready before they can learn.
* Small group work, specifically targeting area of need, such as specific work around emotions, emotional regulation and bereavement.

**Specific SEN Needs**

Children with ASD/communication and interaction needs will need additional opportunities to process their transition back to a school or other educational setting both before they come back to school and after they return. The following strategies are recommended:

* Make use of a Social Story or other visual supports and share these regularly with the child or young person
* Share virtual tours, photographs or maps of the school or setting and allow children to access these repeatedly
* Allow time for the pupil to readjust to the physical and sensory environment.
* Ensure children feel safe
* Consider different ways that timetables can be displayed for individuals
* Create daily checklists

**Supporting children with Social, Emotional and Mental Health (SEMH) needs**

It is important to explore the impact COVID-19 has had on the emotional well being of young people with identified mental health needs.

**Specific groups for a phase transfer**

In addition to considering the processes in place to support all children and young people returning to school, there are some specific groups that may require additional planning. These children and young people include nursery to reception children, Year 6-Year 7 (Secondary transfer) and Post 16 pupils.

**Schools/settings and parents**

Undoubtedly, parents, like children and young people will have serious concerns about re-entering education and currently the decision to put their children back to school remains their choice. Therefore, the school/setting will need to build up the confidence of the parents who will need to be sure that all precautions are being made by the school, for example:

* How to implement social distancing
* What parents / carers can do
* Recommendations for parents and carers

**Frequently asked questions from parents concerning Transition for Year 11 and Year 6 pupils**

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| Children who are transitioning from Year 11 and have no setting named on their EHCP for September 2020 - when will they receive this information? | Subject to the young person having applied to a placement and SEN being directly informed of the young person’s wishes (usually this is done by the school, but the parent can also contact SEN directly) parents will receive this information when the college returns their consultation forms to SEN accepting or declining the placement.  Colleges will need to consider if they can meet the young person’s needs as outlined in their Educational Health Care Plan. Parents will receive this information when the college returns their consultation forms to SEN accepting or declining the place. |
| How can parents get information about college courses available - who can they contact for information and advice? Many parents are unable to access virtual open days etc. on college websites and need guidance and support | Parents can look on the Local Offer or can also contact the school that the young person is leaving. With an EHCP, hopefully this pathway will have been explored in line with the young person’s interests and aspirations at the Annual Review. It is the statutory duty of each school to provide independent Careers Advice and have an embedded careers programme to meet the need of every young person.All young people should be encouraged to explore local college websites to discover what courses are available. If a young person is interested in a school sixth form other than their own, they must look online on the specific school website for admission details. *NB. most school sixth form application deadlines are in November/December of the previous entry year.*  |
| Young people who are waiting for their GCSE results and want to apply to other schools and colleges to register for courses - how to go about this? | Young people can apply in the same way as previous ~~y~~ears. They can apply directly to another school or college through the normal admission process. Please note this refers to local FE colleges and does not include specialist out-of-borough settings/placements – the type of educational setting will be stipulated within the EHCP. The only exception is the LLDD Centre at Barnet & Southgate College where the SEN Service must make a direct referral. Young people will need to meet course entry grade requirements to study specific courses at sixth form provisions and colleges. If a young person has an EHCP the current school/ or parent should notify SEN services of the young person’s intention of where to study so that they consult on behalf of the young person to see if the proposed destination can meet the young person’s needs as outlined in their personal Educational Health Care Plan |
| Young people who have been told they cannot join 6th form due to behaviour record and other difficulties - who will advise parents so that families don't have to spend summer months worrying about this? | It is the responsibility of the setting to advise the parent/ young person if they are unable to make an offer and it should be noted, it is standard practice that every young person should apply for a Plan A and Plan B post 16 option. A lack of offer can be a standard reply as a result of the young person not being predicted to achieve the grades required to study specific courses, the young person’s current attitude to learning, their general behaviour in school, attendance and punctuality.If a child has an EHCP and the lack of offer is directly due to the provision not being able to meet the young person’s needs, as specified in their EHCP, SEN Service will notify the parent and young person on receipt of a response to a consultation.  |
| Will parents be able to contact the Careers Service by phone and e-mail during the summer months? | Parents should, in the first instance, be speaking to their current school now for guidance as schools have the statutory duty to provide an embedded careers programme and independent career guidance to all learners. Every school has a Careers Leader and there should be access to a Career Adviser. We would not expect young people to wait until the summer period to make an application, in many cases courses will be full. Enfield Careers Service and their LDD Careers Advisers normally provide support at EHCP Review meetings on invitation from the young person’s school. However, if young people are unable to gain direct career guidance and support from their school, parents/young people are encouraged to email the Careers Service directly requesting ‘LDD Career Adviser’ guidance careerservice@enfield.gov.uk  |
| **Year 6 Transition** |  |
| How will transition to secondary school be managed? | Secondary schools have been offered a range of strategies to help support them in their transition of pupils, but it will be up to the individual school on how they develop this process |
| Children with SEN/ASD who need to visit secondary school before they attend full time - will this happen in summer term or during the summer holidays? | Again, this is a matter for the individual school and dependent on the child’s individual needs. If the child is not able to visit the school prior to the holidays, it may be possible to have a visit when the school opens fully |
|  If primary/secondary school staff are not available during summer term, who will co-ordinate meetings between primary and secondary school key members of staff, to discuss needs and provision for child? | Schools will have a number of key staff, who will be contacting prospective parents. This will be up to the individual school. Your current school will have arrangements in place to ensure that information is shared with the receiving school/setting. |
| Will parents be able to contact secondary schools during the summer months - in particular, parents who think it is unsafe to send children to school in June/July? | The Secondary Schools should give you details of who, when and how to contact them over the next few months.  |

**Personal Protective Equipment (PPE)**

At the time of writing the current advice regarding PPE is contained in:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Over time, this advice may be subject to change. However, the current guidance indicates that the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres distance from others. PPE is only needed in a very small number of cases including:

* Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
* If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

 A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

All Special schools in Enfield have been provided with PPE and all mainstream schools are being provided with a PPE parcel which will contain:

* Fluid resistant type 2R face masks
* Re-usable face shields
* Latex Gloves
* Plastic Aprons

*Please note that all items meet British safety standards.*